ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ED NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001328	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Pasadena City Schools, Pasadena, California

5. TITLE OF DOCUMENT ABSTRACTED:
Working Draft:
Guide for Planned Acceleration for Gifted Second Graders

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Division of Instructional Service, Pasadena City Schools, Pasadena, Calif.
ST.
CITY, STATE

9. PUBLISHER OR SOURCE
Division of Instructional Service
Pasadena City Schools, Pasadena, Calif.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1963	28

TELE. EXT.
INST/LOC CODE

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
curriculum guide

16. INDEXING TERMS (6-12)

intelligence factor	second grade			
social adjustment	elementary education			
acceleration	gifted			

17. ABSTRACT (MAX. 250 WORDS)

A summer program for gifted second graders is presented. The requirements for a child's participation include an IQ of 130 or better, strong academic talent, high motivation, parents' approval and recommendations of the staff.

The curriculum consists of reading (e.g. texts, supplementary reading, individualized reading, social studies material), handwriting, spelling, and arithmetic.

The argument favoring acceleration of students is drawn from Terman's and others' studies which claim that those graduating from high school early were well adjusted socially and were far more successful in later education and careers than were their non-accelerated peers of similar intelligence and background.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

7D

E30

Guide for

PLANNED ACCELERATION

for

GIFTED SECOND GRADERS

Working Draft

ED001328

PASADENA CITY SCHOOLS
Division of Instructional Service
Pasadena, California

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Working Draft

Guide for

PLANNED ACCELERATION

for

GIFTED SECOND GRADERS

Robert E. Jerkins, Superintendent of Schools
E. Howard Floyd, Assistant Superintendent for Instruction
Grace M. McFarland, Assistant Superintendent for Elementary Schools

PASADENA CITY SCHOOLS
Division of Instructional Service
Pasadena, California
1963

ACKNOWLEDGMENT

We wish to acknowledge the contribution made by Billie K. Press, Teacher-Consultant for the Gifted Program who directed Pasadena's Program of Planned Acceleration for selected gifted children.

We are grateful for the dedication and enthusiasm of the second grade teachers and principals who piloted the program: Ruth Alcorn, Harriet Beegle, Helen Clentzos, Connie Holland, Irma Loomis, Louise Tibbetts, Andrew Joyce, Myrtle Kurth, Robert Morgan and Donald Rhodes.

Many helpful suggestions came also from those involved in the third grade acceleration program: Linda Cade, Betty Reetzke, Dorothy Wilson, and Principals Virginia Laws and Horace Smith.

We are also appreciative of the contributions of our supervisory personnel: Lois Trainor, Thelma Carlson, Renée LeRoy, Lillian Watkins, William Norris, and George Mendenhall of the Research Department. Their assistance and encouragement were invaluable.

Special thanks are due Harriet Beegle who assisted Mrs. Press in the compilation of reports from the participating teachers, and in preparing this guide.

E. Howard Floyd
Assistant Superintendent
for Instruction

TABLE OF CONTENTS

Acknowledgement

Introduction 1

Schedule for Planned Acceleration
for Gifted Second Graders 5

Prerequisites for Participation
in the Program 7

Procedure 9

Curriculum 11

Appendix 17

Preliminary Consideration of
Placement of Gifted Pupil
in Acceleration Program . . . . . Form A

Recommended Placement of Child
in Planned Acceleration Program
(Letter to Parents) . . . . . Form B

Parent Consent for Acceleration . . . . Form C

Accelerating Pupil's Progress
Report . . . . . Form D

Why Hold Them Back?
A Defense of Acceleration . . . . . Appendix E

INTRODUCTION

Why Acceleration?

It is becoming generally accepted that acceleration of some gifted youngsters is desirable. Certainly, research evidence in favor of acceleration is now quite impressive. Studies of high school graduating classes show that the younger students take more scholarship honors, participate in more activities, and are elected to more class offices. Terman and others found that those graduating from high school early were well adjusted socially and were far more successful in later education and career than were their non-accelerated peers of similar intelligence and background.

Outstanding creative work has tended to come early in the careers of famous scientists, inventors, writers, artists and musicians. The twenties and early thirties are the time of greatest creative potential. It is probably no accident that this is also the period in life of greatest health and enthusiasm--health and enthusiasm which support creative effort. If the dependent role of the student (i.e. full-time education) extends well into these years, reduction of maximum productivity can easily occur.

Pasadena's Pilot Programs of Planned Acceleration

Cognizant of the above findings, the Pasadena City School System embarked upon a pilot program of planned acceleration for carefully selected gifted youngsters. Accordingly, during the spring semester of 1963, 18 first graders (in three classrooms), 37 second graders (in five classrooms), and 20 third graders (in three classrooms) participated in the program - this, in addition to a summer school program for second graders, which will be described later.

The program for second graders was fundamentally this: Groups of from five to nine gifted children remained in their second grade rooms throughout the year, and between the months of January and June, were instructed in the essentials of third grade work. By "essentials" we mean that emphasis was placed upon the development of skills in reading, arithmetic, spelling and written English.

All instruction, between September and June, was given by the regular teacher who worked closely with her Principal, her Elementary Supervisor, and the Consultant for the Gifted Program.

In addition to this year of school work, 18 of the 37 accelerating second graders participated in a six-week summer school program.

Also, 31 other gifted second graders (from twelve schools throughout the district), participated in this third grade summer-school program, but without having had previous third grade work during the school year.

Summary of Pasadena's Pilot Programs of Planned Acceleration for Gifted Second Graders

Thus, 67 carefully selected, gifted, second grade pupils, or 23% of Pasadena's total number of identified gifted second graders (approximately 2-1/2% of the total second grade population), participated in a planned acceleration program during the school year 1962-63.

Tentative Conclusions

The teachers and supervisory personnel were in agreement that in most cases, those youngsters who participated in both the spring semester and the six-week summer school acceleration program, were in the strongest position for entering fourth grade in the fall. Summer school made it possible for children to receive special coaching in areas of weakness (arithmetic was the area where extra help was most often needed) and also, to experience enrichment in social studies and science--which enrichment was not possible during the crowded spring semester program.

It was also felt that a spring and summer acceleration program was preferable to a summer-school-only program. Six weeks simply did not give pupils enough time to master third grade skills without considerable hurrying and pressure. There was also altogether too little time left for "enrichment" for those children who participated in the summer program only.

These judgments were borne out by the Metropolitan Achievement Tests whose means scores are given below. The expected grade placement for average youngsters entering fourth grade is, of course, 4.0.

1962-63 Planned Acceleration Program for Second Graders

Metropolitan Achievement Test Mean Scores

Participated in program in:	Word Knowledge:	Word Discrimination	Reading	Spelling	Language	Arithmetic Computation	Arithmetic Problem Solving	Number Pupils	Average IQ
Spring only	5.2	4.8	4.7	5.5	5.1	4.3	4.4	22	136
Summer only	4.8	4.9	4.7	5.0	4.7	4.2	4.2	31	146
Spring and Summer	5.6	5.2	4.9	5.6	5.5	4.5	4.8	15	143

In view of all of this, it is planned, in the years ahead, to focus attention on developing an integrated school-year-and-summer acceleration program for carefully selected gifted second graders. Testing, identification, parent conferencing, and selection of those who will participate, will take place during the fall semester. Those selected will then have a full semester of instruction in third grade skills in their regular classrooms. They will then attend six weeks of summer school where emphasis will be placed on enrichment in social studies, science, creative writing, the arts, etc. and on help, on an individual basis, in those subject areas where help is needed.

Furthermore, detailed records of accelerated children's academic progress and emotional and social adjustment are being kept and studied. This will furnish longitudinal data which, we hope, will enable us to make the wisest possible evaluations of the program.

Billie K. Press
Teacher-Consultant, Gifted Program

SCHEDULE FOR PLANNED ACCELERATION PROGRAM FOR GIFTED SECOND GRADERS

September and October: Observation by second grade teachers, principal and psychologist of those who may be nominated for acceleration.

November 1: Deadline for notifying the Consultant for the Program of names of pupils who are likely candidates for acceleration but who were not individually tested by a psychometrist in first grade. Arrangements will then be made for testing those pupils.

By December 1: Parents have been notified, and written consent obtained. Final decisions are made concerning those who will participate and the Consultant is notified. This is a must so that special materials may be ordered in time.

First Week in January: In-service training meeting for all personnel involved in the program.

By January 15: Children begin acceleration program.

First Week in February: Meeting of Teachers, Consultant and Supervisors.

March-April: Evaluation meetings are held as needed.

Third Week of May: Standardized achievement tests are given to all participating pupils. Tests are sent to the Consultant no later than Friday. Scoring is done by the Division of Instructional Services.

First Week of June: Final evaluation meeting of semester's Planned Acceleration Program. At this time, final decision are made regarding who shall and who shall not be accelerated. These decisions are based on teacher-principal recommendations and on standardized achievement test scores. The teachers are present who will conduct the summer school classes for the accelerating children. At this meeting, these teachers are briefed on their future pupils' special needs.

Third Week in June: Accelerating children begin six-week summer school session in special classes for gifted accelerating pupils. In these classes enrichment in third grade curriculum is provided and opportunity is given for strengthening any weak areas on an individual basis.

PREREQUISITES FOR PARTICIPATION IN THE PROGRAM

Principal's Role

The principal of a participating school should have a vital and active interest in the acceleration of carefully selected gifted children.

Teacher's Role

The teacher who conducts the class should have demonstrated ability for working with gifted youngsters, should believe in the value of acceleration for those selected and must, of her own volition, wish to accept the added responsibility that participation in the program entails.

The Accelerating Group

One of the purposes of this program is to minimize possibilities of social maladjustment for accelerating youngsters. Therefore, following acceleration, the children in each school are to be kept together, as a group, for at least two years. Also a minimum of four accelerating children per second grade class is required for a school's participation in this program. This is not meant to place a limit on the number of children (per class) who may be involved. In one school, with a high concentration of gifted youngsters, seventeen second graders participated successfully (during the first year of the program).

Prerequisites for a Pupil's Participation

1. An IQ of 130 or better on the individually administered Binet or W.I.S.C. is highly desirable. This test was to have been given to all suspected gifted in first grade. Youngsters who scored just below 130, but who have all the other prerequisites for participation, may also be included. No child may be considered for acceleration who has not been individually tested by a psychometrist or psychologist. If a strong candidate for acceleration has not been individually tested (new to district, etc.), contact the Consultant for the Gifted Program by November 1.

2. Other pupil prerequisites include: strong academic talent, high motivation, and the quality of "psychological toughness." By this is meant that a given youngster characteristically interprets difficulties as mountains to climb rather than as discouraging or overwhelming obstacles.

3. Parents must be in favor of the program of acceleration for their child. Their written consent is required. (See No. 3 under Procedure)

PROCEDURE

1. The second grade teacher fills out Form A* entitled "Preliminary Consideration of Placement of Gifted Pupil in Acceleration Program."

2. Principal, teacher and psychologist confer and reach decisions regarding youngsters, whom they are recommending for acceleration.

3. The following forms are sent home: Form B*, Recommended Placement of Child in Planned Acceleration Program", and Form C*, which requires parent's signature authorizing child's placement in program.

4. Individual or group conferences are held by principal with parents either before or after Step 3 above. The Consultant for the Gifted Program can be helpful for group conferencing purposes.

5. Final decisions are made concerning those who will participate, and the Consultant for the Gifted is notified no later than December 1. It is of great importance that these children begin the acceleration program early in January so that there is time for completing the program without unwholesome pressure.

6. Inservice training meetings for teachers of accelerating groups:
   During the first week of January, all participating teachers, principals, and the elementary supervisors meet with the Consultant for the Gifted Program. At this time, special materials which have been ordered for this program, are distributed to the teachers; discussion takes place and dates for future meetings are set.

7. Attendance Registers:
   Accelerating children's names are to remain, throughout the year, in the second grade register.

8. Length of School Day:
   There is to be no official change in the length of the school day for accelerating second graders. This does not, however, preclude accelerating children staying beyond school hours, from time to time, when special help is advisable. Parent consent is required.

9. Keeping parents informed:
   Parents should be continually apprised of their child's progress in the acceleration program for, despite the fact that extreme care is taken in screening the children who are participating, the possibility of error does, of course, exist. Therefore, if at any time there arises a serious question as to whether a particular child should continue in the program, then for his sake, he and his parents must be advised of

this and helped to reach a decision which will serve the child's interests best.

A suggested form which was prepared at one of our schools, and sent out to parents every four weeks, is included in the appendix (Form D*).

---

*See Appendix for Forms A, B, C and D. These forms may be obtained in quantity from the Consultant for the Gifted Program.

Reading

Texts

Ginn - "Finding New Neighbors" 3^1

1. Ginn Basic Text: "Finding New Neighbors" 3^1
2. Correlating Ginn "My Do and Learn Book for Finding New Neighbors" *
3. Third Reader - Ginn Basic Reader Achievement Test - to be given by teacher for diagnostic purposes following completion of "Finding New Neighbors."

Ginn "Friends Far and Near" 3^2

1. Ginn Basic Text: Friends Far and Near 3^2
2. Correlating Ginn "My Do and Learn Book for Friends Far and Near." *
3. Third Reader II Ginn Basic Reader Achievement Test - to be given by teacher for diagnostic purposes following completion of "Finding New Neighbors."

Supplementary Reading as time permits

Winston - "Into the Wind" 3^1 Communication series
Winston - "Across the Valley" - 3^2
Merrill Literature - "Fun All Around" - 3
Merrill Literature - "Treat Shop" - 3
American Book Co. - "Open Roads" - 3

Individualized Reading

State Text in Science
State Text in Health

Social Studies Reading

1. The American Indians
2. The Farm, especially Science of Animal and Plant Life, Products, Machinery, Conservation, Farms of the United States.

---

*These Ginn Reading Workbooks may be obtained from the Consultant for the Gifted Program.

CURRICULUM (continued)

Handwriting

Instruction in cursive writing should be given when the youngsters seem ready for it. Accelerating children may stay 15 or 20 minutes beyond dismissal time, from time to time (with parent permission) in order to receive handwriting instruction. Teachers should not be discouraged and must guard against transmitting any sense of discouragement to those bright children (most usually boys) whose small muscle development and hence, handwriting skills are still immature. Instruction and help, yes; pressure, no.

Spelling

Third grade State spelling text. Give test survey of two or three lessons at a time and have children concentrate their efforts on words missed.

Provide daily opportunities for independent writing (story writing or writing related to reading, social studies or science). Children should keep their own dictionaries of spelling words missed. Test periodically.

Arithmetic

Use either:

1. Greater Cleveland Mathematics Program. (Contact Mr. William Norris, Mathematics Supervisor, regarding the availability and use of this material.)

or

2. Third Grade State Text: Winston's "The New Discovering Numbers." Testing booklets (one for each accelerant) are available. These booklets correlate with the text, measure pupils' progress in the mastery of the number operations presented, and enable teachers to pinpoint areas in third grade arithmetic where particular help is needed.

3. Following is a list of the arithmetic skills to be mastered by third graders. It is presented in the form of a check list* which may be used by the teachers. This list is derived from the Elementary Curriculum Guide for the Pasadena City Schools.

- -

*Arithmetic test booklets and check lists (which follow) may be obtained from the Consultant for the Gifted Program.

THIRD GRADE ARITHMETIC SKILLS CHECK-LIST

(For full explanation of concepts involved, see the Curriculum Guide for the Pasadena Elementary Schools)

		(Pupil) I	M	(Pupil) I	M	(Pupil) I	M	(Pupil) I	M
Concepts	Understands place values of various numbers.								
	Uses and understands the number system in counting and writing numbers.								
	Becomes familiar with measurements of time, space and money.								
	Understands and uses arithmetical symbols such as + (plus or add) - (minus or subtract) x (multiply) ÷ or ⟌ (divide)								
Skills	Masters all of the addition and subtraction facts through 18.								
	Masters the multiplication and division facts through 5's or more.								
	Develops ability to reason and solve thought problems.								
Experiences to develop number symbols	Reads and writes numbers to 1,000 or more.								
	Reads and writes Roman numerals from 1 to 12 or more.								
	Understands what the fractions halves, thirds, fourths and fifths mean.								
	Compares sizes of the fractions 1/2, 1/3, 1/4, 1/5								
Children become skillful in:	Multiplication and division facts through 5 or more.								
	Addition: regrouping in ones place; then in tens place and finally adding two-place numbers to three-place numbers with regrouping.								
	Subtraction: regrouping until skills developed in subtracting three place numbers with regrouping.								
	Multiplication: two-place numbers by two-place numbers.								
	Division: three-place dividend with a two-figure quotient.								
	Taking 1/2 of a group and 1/3 of a group, or more.								
	Using vocabulary, such as sum, product, quotient, and remainder.								
	Reading, writing and adding numbers expressed in dollars and cents.								

		(Pupil)		(Pupil)		(Pupil)		(Pupil)	
		*I	M	I	M	I	M	I	M
Relationships	Vocabulary: equal, few, less, least, lowest, upper and lower.								
	Regrouping: showing "ten-ness"								
	Comparing numbers by subtracting or dividing them.								
	Relationship of multiplication to addition.								
	Relationship: of division to sharing equally, of division to repeating equal subtractions, of division to finding the number of items in equal groups, of division to separating a group into smaller equal groups.								
Measurement Table	Learns to tell time to nearest five minutes								
	Knows relationship of units. Example: 12 inches = 1 ft. 3 feet = 1 yd.								
	Measures lengths to nearest 1/8 inch.								
	Weighing objects in pounds and ounces.								
	Measures liquids with half-pints to one gallon.								
	Making change up to $5.00 or more.								

* I = Introduced
M = Mastered

(Pupil)		(Pupil)		(Pupil)		(Pupil)		(Pupil)		(Pupil)		(Pupil)		(Pupil)		(Pupil)		(Pupil)	
I*	M*	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I	M	I	M

*I = Introduced
M = Mastered

APPENDIX

PRELIMINARY CONSIDERATION OF PLACEMENT
OF GIFTED PUPIL IN ACCELERATION PROGRAM

School _____

Date _____

Pupil's name _____ Grade _____ Date of Birth _____ Teacher _____

TEST DATA:

INTELLIGENCE TESTS:

Name of Test	Date Test Taken	I.Q.
1.		
2.		
3.		

ACHIEVEMENT TESTS:

Name of Test	Date Test Taken	Score (Grade Level or Percentile)		
		Reading	Arithmetic	Composite Score
1.				
2.				
3.				

Check one box for each of the following:

	Well above Average	Above Average	Average	Below Average
1. Size relative to age				
2. Emotional stability				
3. Academic motivation				
4. Work habits				
5. Creativity, originality				
6. Gets along with others				
7. Attendance				

Form A
BKP - 9/63
DIS

	Well above Average	Above Average	Average	Below Average
8. Health				
9. Energy				
10. Home interest in child's school progress				
11. Reading Comprehension				
12. Word attack skills				
13. Arithmetic concepts and problem solving ability				
14. Arithmetic computation				
15. Spelling				
16. Handwriting				
17. Speech and vocabulary				

Parent attitude toward acceleration for this child:

☐ Favorable ☐ Unfavorable

Comments: _____

_____

Re: RECOMMENDED PLACEMENT OF CHILD
IN PLANNED ACCELERATION PROGRAM

_____ Elementary School

_____, 196

To the Parents of _____:

It is the considered judgment of your child's teacher and principal that his/her best interests will be served by giving him/her the opportunity to become a part of Pasadena's planned acceleration program for intellectually gifted pupils.

This means that your child would stay in his/her present room with his/her present teacher, and along with several other children in the room, would do third grade work for the remainder of the year. He/she and the others who successfully complete the program will then be expected to attend a special six-week summer school session where emphasis is placed upon curriculum enrichment and strengthening any weak areas. In order to make social adjustment as smooth as possible, the accelerated children from this school will then be placed together in September, in a fourth grade room.

If we may have your approval, please sign and return the enclosed form. If you have any questions, feel free to call me or Pasadena's Consultant to the Program for Gifted Students, Mrs. Billie Press, at Sycamore 5-6981.

Sincerely,

_____
Principal

Form B Second Grade Acceleration
BKP 9/63
DIS

_____ELEMENTARY SCHOOL

Recommendation

for

Acceleration

_____, 196___

We, the undersigned, recommend that _____,
(name)
presently in grade 2, participate in an accelerated instructional program so that upon successful completion of the program, he or she may enter grade 4 in September.

_____Teacher

_____Principal

I agree to my child's participating in the planned acceleration program.

_____
Parent

I perfer my child NOT to be accelerated at this time because

_____

_____

_____

_____
Parent

Form C Second Grade Acceleration
DIS

_____

ELEMENTARY SCHOOL

Accelerating Pupil's Progress Report

_____ _____ _____

Child's Name Date Teacher

	Excellent	Good	Fair	Poor
Reading				
a. Comprehension ...	_____	_____	_____	_____
b. Fluency	_____	_____	_____	_____
Handwriting	_____	_____	_____	_____
Arithmentic				
a. Problem Solving .	_____	_____	_____	_____
Processes.	_____	_____	_____	_____
Spelling:				
In independent work	_____	_____	_____	_____
Assigned words . .	_____	_____	_____	_____
Language:				
Written	_____	_____	_____	_____
Oral				
Work Habits:	_____	_____	_____	_____
(Includes self-direction finishing work on time, following directions, listening.)				

Emotional Adjustment:

_____

_____

Additional Comments:

_____

_____

Teacher _____

Principal _____

Form D Second Grade Acceleration
DIS

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction
Bureau of Elementary Education
Sacramento 14, California

WHY HOLD THEM BACK?
A Defense of Acceleration*

by
Joseph P. Rice, Consultant
in the Education of the Mentally Gifted

December 1962

Many sincere and concerned educators have recently challenged our obligation to accelerate the talented pupil sufficiently to meet his academic needs. Another group of educators, equally sincere and concerned, has advocated the acceleration of pupils on a large scale. Pressures and conflicts have developed as these two groups conscientiously pursue their course and attempt to convince us of the necessity for their point of view. Is it possible that both groups may, by the very nature of their zealousness, confuse the issues, overgeneralize their application and fail to see the point of view of their opposition? One wonders if this situation is really an "all or nothing" affair as the proponents of these opposing points of view would have us believe.

It is Not a Question of Hurrying

Do educators really believe in the concepts, discoveries and theories they have developed and give lipservice to? For example, do we truly believe that human beings are individually different? Are we truly aware that children develop differentially? Is it possible that some of us are unaware that a significant minority of children reach literate stages by the age of three? Can we ignore the fact that another significant minority of children doesn't reach a literate stage until eight or nine? In view of these observations and many others, how is it possible for us to make blanket statements which would condemn or condone acceleration? Quite obviously, the truth of the matter is to be found in the individual diagnosis and case study of a specific child. On the one hand, if such an adequate diagnosis contraindicates the acceleration of a child, we might certainly agree with Miss A. L. Butler when she says in her article "Hurry! Hurry! Hurry! Why! that children need more time for rich kindergarten and early primary experiences. However, her point might have been more meaningful if she allowed for the acceleration of that minority of children who have already passed through the experiences she desires for all children. The whole point of the matter is that children simply are not alike and it is impossible to make sweeping all-encompassing generalizations about them.

Along with many other conclusive studies, Terman's Genetic Studies of Genius certainly indicates to us that a group of gifted human beings tends to be not only intellectually superior but also precocious, sophisticated and physiologically more mature than their chronological peers. In the face of such evidence and in the knowledge that human development is uneven from person to person, we can no longer advocate similar educational opportunities for dissimilar personality types. The question is not one of hurrying children helter-skelter toward work and drudgery, rather it is a question of honestly placing children with others who are more nearly their actual peers. Of course, no one would advocate the arbitrary advancement of any child, but, on the other hand, why would they arbitrarily hold a child with a group of children who are demonstrably not his peers in any sense of the word, except by age.

The Case for Acceleration

Almost every school district in our nation has probably practiced acceleration in some form. In spite of the great body of evidence that has been developed in the past twenty years, educators are still skeptical about this process. Such skepticism is often based upon attitudes or hearsay rather than documented facts. For example, one of the more common criticisms of acceleration hinges upon the alleged detrimental social outcomes it produces. Yet, substantial evidence exists to indicate that accelerated pupils match or excell the social development of their grade placement peers.

H. J. Klausmeier recently studied the "Effects of Accelerating Bright Older Pupils from Second to Fourth Grade." His findings indicated that "the results of this experiment are interpreted as strongly favorable toward accelerating older second graders..." Heer studied junior high school accelerants in Pennsylvania back in 1937 and found that they kept up with or surpassed regular control groups on all academic variables. Keys, in 1938, studied two groups, one group consisting of Oakland High School accelerants, the other consisting of underage students entering the University of California. Both studies indicated "results favoring acceleration." In 1957, Keys again reviewed the research on acceleration and concluded that we "should accelerate bright students in terms of the research findings." Mirman recently studied pupils who had been doubly promoted in the elementary schools in Los Angeles. He attempted to assess not only the performance of this group, but also their attitudes, their parents' attitudes, and their social adjustment. Mirman concluded that "acceleration could be used more widely." He found that "personal adjustment is not appreciably affected by acceleration... This problem can be minimized by allowing the child to skip during the early years of elementary school."

There are many more references which could be cited indicating that: (1) acceleration is a safe technique, providing it is implemented by a well-thought-out program; (2) many more children could benefit from acceleration than are currently being accelerated; and (3) the accelerated pupil can be expected to equal or excel his grade placement peers on all measurable variables, including social maturity. In view of these findings, it seems obvious that we can no longer entertain the myths concerning the negative effects of acceleration nor condone the ill-thought-out criticisms which are based largely upon attitudes and prejudices.

Some Methods for Meeting Talented Children's Needs

Of course, acceleration is but one of several broad administrative methods by means of which we can meet the needs of gifted pupils. Other methods include special grouping, enrichment, special tutoring, special counseling opportunities, and extracurricular activities.

One recently developed program of acceleration is the "Individual Placement Project for Academically Talented Pupils in the Elementary Schools," developed by Miss Helen Heffernan and the writer. This program calls for the identification of more advanced pupils at the end of the second grade. Such academically advanced pupils would be placed according to their individual needs into a summer tutoring program which would substitute for the third grade. During their fourth and fifth grades, periodic evaluations would be made to ascertain their progress and special requirements. An individual counseling program would supplement their experiences during the fourth and fifth grades. At the end of the fifth grade this advanced individual placement group would be evaluated with a view toward placing those pupils with sufficient readiness into a special summer program which would substitute for the sixth grade. This individual placement project would develop, demonstrate and validate a framework for acceleration which would enable elementary school pupils to accelerate one or two years without missing any crucial experiences or actual curriculum content.

Summing Up

Why should it come as a shock to some educators to discover that children are truly individually different? With our modern emphasis upon "difference" one is puzzled to account for all of the generalizations that are made concerning young children. Such generalizations are "they tire easily; they need more play activities; their interest in formal learning is fleeting," are all simply not true of <u>all</u> children. Of course, such statements are true of <u>some</u> children. In an age when knowledge and new concepts are developing by geometric proportions, do we dare to keep the learner lock-stepped in an arbitrary and unilaterally determined frame-work? It should not be construed that we are arguing for "the pressuring of children." On the contrary, we are advocating taking the pressures for remaining an infant away and allowing the child to develop at his own pace and within the more valid framework of his own motivational patterns.

It seems obvious that no educator should advocate "hurrying or pushing" children. It seems just as obvious that no educator should prevent the developmental process of growth to proceed at its own pace. No child need be kept apart from others who stimulate him or from knowledge which challenges and motivates him.

REFERENCES

Butler, Annie L. "Hurry! Hurry! Hurry! Why?" Childhood Education, Vol. 39, No. 1 (September, 1962)

Cleveland, Sherwood M., and Pilch, Mary M. "Is This Your Problem, Too? Which is Better for Gifted Pupils, an Accelerated Program or an Enriched Program Based on the Present One?" Minnesota Journal of Education, Vol. 39, (December, 1958) 23.

Heer, William A. "Junior High School Accelerants and their Peers in Senior High School: 1. Scholastic Achievement." School Review, Vol. 45 (March, 1937), 186-95.

Keys, Noel. "Should We Accelerate the Bright?" Exceptional Children, Vol. 23 (February, 1957), 199-201

Keys, Noel. The Underage Student in High School and College. Berkeley: University of California Press, 1938, pp. 145-272

Klausmeier and Ripple. "Effects of Accelerating Bright Older Pupils from Second to Fourth Grade." Journal of Educational Psychology, 1962, Vol. 53, No. 2

Miller, Vera V. "Academic Achievement and Social Adjustment of Children Young for their Grade Placement." Elementary School Journal, Vol. 57 (February, 1957, 257-63.

Mirman, Norman. A Study of Social Adjustment as it Relates to Grade-Skipping in the Elementary School. Unpublished doctoral dissertation. Los Angeles: University of California, 1961

Shannon, Dan C. "What Research Says About Acceleration." Phi Delta Kappan, Vol. 30 November, 1957, 70-73

Wilson, Frank T. "The Evidence About Acceleration of Gifted Youth." School and Society, Vol. 73 (June 30, 1951), 409-10